Department of Education

BUSINESS PLAN
2006–2007

DEPARTMENT OF EDUCATION

BUSINESS PLAN 2006–2007

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1. Message from the Minister and Deputy Minister

In keeping with the Province's commitment to be more accountable to the public for its actions, all departments and agencies are required to prepare annual business plans describing their priorities for the next fiscal year. The Department of Education is proud to present its business plan for 2006–2007.

In May 2005, Nova Scotia introduced a new plan for P-12 education, *Learning for Life II: Brighter Futures Together*, developed in collaboration with hundreds of education partners. In 2006–2007, the department will continue to implement the initiatives included in the four-year plan to help students in primary to grade 12 succeed in school. Many of these initiatives address issues which are cross-departmental in nature, and the department will continue to work with its partners in other departments as well as in communities to achieve lifelong learning success for Nova Scotians.

The province's post-secondary education sector includes the province's universities, the Nova Scotia Community College, and private career colleges. The department will continue to work with its partners to ensure that Nova Scotia post-secondary students have access to an equitable and high quality education. This will include continuing to: build federal support for an infrastructure renewal program for the public post-secondary education system; improve management of our student assistance program; work with the universities and the Nova Scotia Community College to gather data on the participation of under-represented groups, and undertake an update of the enrolment data in the university funding formula to make the formula more reflective of the current university sector.

The province's labour market is facing challenges related to declining population growth, an aging population, changing technology, and rising education and skill requirements. To address these challenges, the department will undertake a number of initiatives, including: adult learning and literacy strategies; expanded partnerships in the field of family and parent-child literacy; developing a marketing and promotion strategy for apprenticeship; introduction of the Employed Youth-Engaged Society for the Future Strategy; continuation of the prior learning assessment and recognition initiative, and advancing career development initiatives.

Working with our educational partners, students and parents, we will move forward with these initiatives in order to build a high quality education system, a strong workforce, and a bright future for all Nova Scotians.

Honourable Jamie Muir
Minister of Education

Dennis Cochrane
Deputy Minister

2. Mission

The department's goals, guiding principles and strategies help to develop an environment where education and training are valued, achievement is celebrated, and learners are provided with opportunities and tools for rewarding and successful learning experiences.

Our mission is...

to provide excellence in education and training for personal fulfilment and for a productive, prosperous society.

Belief statements that underpin this mission statement reflect the department's commitment to access to lifelong learning opportunities, full participation at all levels of the education and training system for all Nova Scotians, and accountability of all partners.

3. Planning Context

The department has a broad mandate that spans the education and training system from school entry through to all post-secondary and adult learning destinations. These destinations include adult education, apprenticeship, community college, private career college, university, and other venues supporting human development. Other responsibilities include public libraries and the Youth Secretariat.

Operational Units

The Department of Education is structured into eight operational units which are described briefly as follows.

Public Schools Branch

This branch comprises African Canadian Services, Education Quality Services, English Program Services, Evaluation Services, French Second Language Program Services, Learning Resources and Technology Services, Mi'kmaw Services, Regional Education Services, and Student Services. It is responsible for all educational programs and services for the English language public school system, assessment and evaluation, educational technology, and school board liaison.

Acadian and French Language Services Branch

The Acadian and French Language Services Branch monitors and approves curriculum development for French first language education. The branch negotiates and co-ordinates activities related to federal–provincial funding agreements for French first and second language education in Nova Scotia, and co-ordinates the bursary and language monitor national programs. This branch also serves to advise the Deputy Minister and Minister on all matters related to French first language education issues in the province.

Higher Education Branch
This branch comprises Universities and the Nova Scotia Community College, the Nova Scotia Advisory Board on Colleges and Universities, Student Financial Assistance, Private Career Colleges, Rehabilitation Programs and Services, and the Provincial Library. This branch promotes access to higher education and knowledge for Nova Scotians in partnership with post-secondary institutions and public libraries.

Skills and Learning Branch
This branch comprises Adult Education, Apprenticeship Training and Skill Development, Labour Market Partnerships, Youth Services, Provincial Apprenticeship Board, Forum of Labour Market Ministers'(FLMM) –Labour Market Information Secretariat, and the Labour Market Development Secretariat. It co-ordinates Skills Nova Scotia, the province's labour market skill development strategy. It also facilitates partnerships among government, industry, labour, business, community, and education partners to design, implement, and evaluate, policies, programs, and services that support learning and skill development at home, at work, and in the community.

Corporate Policy Branch
This branch comprises Policy and Planning and Information Management. It is responsible for providing advice and support in policy, planning, legislation, research, coordination, information and publishing services to all areas of the department. This branch focuses on ensuring the department has clear, achievable and appropriate policies in place, decisions are based on high quality research undertaken to address current and emerging issues, the business planning and budgeting processes are integrated, and the accountability requirements of the department are met.

Corporate Services Branch
This branch comprises Financial Management, Education Funding and Accountability, Facilities Management, Information Technology Services, and Statistics and Data Management. It is responsible for the delivery of business and support services to the Department of Education, including the provision of facilities planning and capital projects, financial management and comptrollership responsibilities, information technology, the province-wide delivery of data communications, and the management of educational related data and statistics. This branch is also responsible for providing selected services to school boards including co-ordination of pupil transportation with school boards. The Information Technology Services component of the Branch is a corporate services unit which also serves other departments.

Human Resources & Legal Services Branch
This branch supports activities associated with the move to single-tier collective bargaining, maximizes the value of dollars spent for legal advice, supports school boards in addressing current and emerging issues, enhances effective human resource planning in the education system, provides teacher certification and classification functions, and delivers the full range of comprehensive human resource services and strategic advice necessary to support the department's business objectives. The human resources component of the branch is part of a corporate services unit which also provides human resource services to other departments.

Communications
Communications provides communications support for government and Department of Education programs, policies, and initiatives. This includes communications planning, issues management, media relations, special events, stakeholder communications, and promotion/marketing.

The Planning Environment
A strong, diverse economy remains a priority for this government and education has been identified as a cornerstone of economic development. Education must be recognized as a lifelong endeavour; learning at all stages of life will maintain a strong workforce to support a prosperous, sustainable economy. As needs change, the department must have a strong policy development and research capacity to address these current and emerging needs. Within this context, a number of challenges are identified.

Healthy Active Learners
It is now recognized that good health must be integrated into all aspects of our life, from home to school to work. Increased demands are being made upon on the education system to address social and health issues and to provide more programming and services in social, health, and life skills that were once primarily the responsibility of the family and community.

Cross-Cutting Issues
It is increasingly apparent that many issues that face the Department of Education, as well as other departments, cut across departmental boundaries. Many of the current initiatives being undertaken by the department, including Skills Nova Scotia and the Food and Nutrition Policy Framework, are collaborative efforts with other departments. The department has demonstrated a strong commitment to consultation and collaboration with partners. Particularly over the last few years, it has become clear that in order for educational priorities to be achieved successfully, partners must be involved in the development and implementation of initiatives.

Demographic Shift
The education system continues to face considerable demographic pressures in the short term planning context, particularly in rural and small schools. The current funding model uses enrolment as one of several determinants of the allocation of funding among school boards.

Declining enrolment also creates challenges in teaching, particularly in later grades with regard to how the range of courses are offered and the acquisition of teaching resources for specialized courses. As teachers retire, a tight labour market for teachers is predicted in certain subject areas such as chemistry, physical education, fine arts, family studies and French first and second languages, and a teacher shortage is predicted for mathematics. Declining populations in rural areas of Nova Scotia present challenges to rural public library systems in terms of service delivery and funding.

Skilled and Knowledgeable Workforce
Over the next decade, declining population growth, an aging population, changing technology, and rising education and skill requirements will require new partnerships and creative approaches to skill development. The changing nature of work, society, the economy and technology require that learning institutions provide options and opportunities that will allow students to reach their potential by acquiring the knowledge, skills and attitudes needed in today's world.

Accountability
The department will continue to strengthen accountability at all levels of the education system. A key element of accountability is to ensure that standards of quality are established, measured and reported upon. These standards enable the system to measure its achievements and determine where improvements are required. It is important to monitor the performance of students and schools and the role of teachers in the teaching process and report the results to stakeholders, including parents.

Aging Infrastructure
Another ongoing challenge for the education system is the maintenance and building of public education facilities at all levels. Facilities require continuous maintenance because of aging, changes to building codes, and requirements for new technology. This challenge is also faced by the province's public library systems as well as higher education institutions, particularly universities with their need to replace aging facilities. Infrastructure must support learning, teaching, and research functions in order that students at all levels gain the most from their learning experience.

Government-Wide Strategies and Initiatives

Skills Nova Scotia
The Department of Education coordinates implementation and communication of the *Skills Nova Scotia Framework*, a corporate strategic labour force skill development policy framework to address the labour market issues related to productivity, increasing skill demands, and changing demographics. The Framework goals provide the province with directions for policy and program development, interdepartmental coordination and collaboration, and federal / provincial negotiations and joint work related to labour market issues. Many government departments and agencies contribute to the achievement of these goals.

4. Goals of the Department

The Province is focused on making Nova Scotia healthier, more prosperous and more self-sufficient. Government priorities this year are:

- Health Promotion and Protection
- Youth, Families and Communities
- Community Safety
- Economic Development and Infrastructure
- Environment
- Energy - Green and Sustainable

As noted in the government's *Blueprint for Building a Better Nova Scotia*, education is the cornerstone of a strong economy and society. The government's approach is to focus on the student, to put the basics first, provide classrooms with more resources, and be more accountable for results, from primary to grade 12, post-secondary, and lifelong learning.

Government is focusing on:

- improving the performance of Nova Scotia students in national and international testing
- reducing the student-teacher ratio
- fostering a culture of learning earlier in a child's life
- maximizing opportunities for young people to live and work at home

The Department of Education's goals for 2006–2007 are focused on fulfilling the government priorities and are as follows:

- improve conditions for learning in the public education system
- strengthen educational programming and services in priority areas
- enable the provision of relevant and high quality post-secondary education and training
- promote healthy, active learning communities and families
- foster access, equity and diversity through and within education and training
- develop a skilled and adaptable workforce
- strengthen accountability in the areas of governance, resource investment and utilization, and reporting of results.

5. Core Business Areas and Functions

The mandate of the Department of Education spans the public school system, the community college, universities, private career colleges, a comprehensive system of adult learning, rehabilitation programs and services, student assistance, apprenticeship, public libraries, and other programs and services to support lifelong learning. The core business areas of the department closely mirror the department's operational organization. The six key core business areas are primary–12 education, higher education, skills and learning, corporate policy, corporate services, and human resources and legal services. The related core business functions are identified for each of these areas below.

1. Primary–12 Education

The functions under this core business area involve coordinating the design, development, implementation, and evaluation of programs, courses, services, and related policies and resources for the public school system. These include English and French first language and second language programs; provincial, national, and international assessments of student achievement; special education; comprehensive guidance and counseling; multi-cultural education; support services for the educational achievement of Mi'kmaq and African Nova Scotians; the evaluation and provision of print and technological learning resources; professional development for administrators and teachers; school accreditation; correspondence studies; and the provision of advice to school boards in educational and operational matters.

The functions of Primary–12 Education are as follows:

- advise Minister on all matters relating to Primary–12 education

- identify priorities, co-ordinate the development, and evaluate the implementation of public school programs, policies, educational services, and related priorities

- provide direction and advice to school boards on all matters pertaining to public education
- co-ordinate the development and implementation of educational programming and services to support African Nova Scotian, Mi'kmaq students, and students enrolled in French and English second language programs
- monitor and approve curriculum programs for schools in the Conseil scolaire acadien provincial
- co-ordinate the development and implementation of programming and services for students with special needs and other student support services
- evaluate resources to be included in *Authorized Learning Resources* and provide technology services to support the curriculum
- provide distance education to increase accessibility to curriculum
- co-ordinate the provincial school improvement planning process and the school accreditation program
- co-ordinate provincial, national, and international assessments and publish an annual *Minister's Report to Parents* on the results
- plan and conduct in-service teacher education and summer institutes, and assist school boards in developing and providing professional development programs
- negotiate and administer federal assistance programs provided under Official Languages in Education Program for French first and second language programs
- in collaboration with the Council of Ministers of Education Canada and the Department of Canadian Heritage, coordinate and administer the minority and second language programs which include four bursary and two language monitor programs
- provide consultative and advisory services to other education partners such as universities, colleges, other departments and agencies, professional associations and organizations

2. Higher Education

The Higher Education core business area contributes to the Department of Education's lifelong learning mandate by providing funding, services and support to post-secondary institutions and public libraries to maintain access to high quality post-secondary education and information. Further, this core business area supports the provision of the necessary, highly qualified personnel to meet labour market demand and the need for a knowledgeable, engaged citizenry.

The functions of Higher Education are as follows:

- advise the Minister on all matters relating to universities and the Nova Scotia Community College (NSCC)
- provide funding and support to universities and the NSCC
- responsible for public libraries
- coordinate federal–provincial and interprovincial negotiations related to post-secondary education, such as student loan policy
- advise the Minister on matters relating to training at private career colleges and develop related policy
- assist adult Nova Scotians with disabilities to obtain access to and to succeed in post-secondary training
- assist the post-secondary education institutions to meet the needs of the labour market
- administer the Canada and Nova Scotia Scotia Student Assistance programs, including management and stewardship of the Nova Scotia student loan portfolio
- co-ordinate public library services and promote library cooperation at national, regional, and provincial levels

3. Skills and Learning

The Skills and Learning core business area co-ordinates the design, development, implementation, and evaluation of policies, programs, services and resources related to labour market development with a focus on the following: adult learning, apprenticeship, labour market information, federal–provincial relations, skill development, and youth. This core business area co-ordinates the province's Skills Nova Scotia strategy. It also facilitates partnerships among government, industry, business and labour, education and training providers, and community organizations to foster labour market growth through skill development.

The functions of Skills and Learning are as follows:

- advise the Minister on matters related to labour market development including adult learning, apprenticeship, labour market information, federal–provincial relations, skill development, and youth
- co-ordinate and support the implementation of the province's Skills Nova Scotia strategy and publish an annual action plan and year end report
- co-ordinate federal–provincial relations related to labour market development and mobility
- create labour market policy and undertake labour market research including the collection, analysis, and dissemination of labour market information
- administer the Nova Scotia apprenticeship training system and the Provincial Apprenticeship Board
- identify priorities and co-ordinate the development, delivery, and evaluation of adult learning programs and youth engagement and development initiatives including apprenticeship, co-operative employment opportunities, literacy, essential skills, youth inclusion and high school equivalency and completion
- co-ordinate the development of strategic initiatives that respond to emerging labour market skill development needs in partnership with industry, business, labour, education and training providers, and community-based organizations

4. Corporate Policy

The Corporate Policy core business area provides advice and support in policy, planning, legislation, research, coordination, and information services to all areas of the department. This branch focuses on ensuring the department has clear, achievable and appropriate policies in place, decisions are based on high quality research undertaken to address current and emerging issues, the business planning and budgeting processes are integrated, and the accountability requirements of the department are met. This core business area also includes the following responsibilities: the departmental library, records management, co-ordination of appointments to agencies, boards and commissions, and administration and advice on the *Freedom of Information and Protection of Privacy Act*.

The functions of Corporate Policy are as follows:

- establish the policy and planning agenda of the Department of Education and co-ordinate the development, communication, and evaluation of policy for all departmental jurisdictions
- provide advice and direction on the development of policies and strategies relating to the department's mandate
- lead strategic planning and business planning for the department, enhance the integration of planning and budgeting processes, and provide guidance and support to school boards in the development of their business plans
- support a strategic focus on corporate departmental issues and co-ordinate the legislative agenda and related processes
- initiate and co-ordinate policy proposals, departmental positions, Cabinet submissions, and briefing notes to support the Deputy Minister, Minister, and Premier, ensuring adherence to the goals and priorities of Government and providing sufficient and appropriate information to support Cabinet decision making
- ensure the department meets its accountability requirements through the Quarterly Reports and Annual Accountability Report
- undertake focused research to address current and emerging issues, and provide advice and co-ordinate surveys, evaluations and studies pertaining to various programs and operations across all sections of the department
- co-ordinate interprovincial and intergovernmental relations in matters relating to the responsibilities of the department

- administer the *Freedom of Information and Protection of Privacy Act* for the department and advise on issues related to access to information and privacy
- manage departmental information resources and library services, and develop, implement, and maintain the department's records management system
- provide an electronic and print publishing service
- co-ordinate the appointments process for agencies, boards, and commissions under the department's mandate

5. *Corporate Services*

The Corporate Services core business area involves the provision of a range of services to the department, school boards, NSCC and other colleges, universities, public libraries, and other related organizations to assist the department in meeting its mandate. These services are in the key areas of financial management and control, facilities and transportation, information technology, statistics and data management, and the distribution of learning resources and related products. The Information Technology Services component of the Branch is a corporate services unit which also serves other departments.

The functions of Corporate Services are as follows:

- develop and maintain a comprehensive management information system and statistical service relating to public education matters
- co-ordinate and support the use of information technology and provide related consultative and advisory services throughout the education and training system
- provide co-ordinated wide area network (EDnet) communications and services to schools, school boards, NSCC, Université Sainte-Anne, and libraries for administrative systems, distance learning and access to the Internet by students, teachers and the public
- operate the school book bureau
- monitor student transportation systems of school boards
- provide comptrollership functions for the department inclusive of financial reporting, budget management, internal control, and administration
- administer provincial grants to school boards, colleges, universities, community learning organizations, and public libraries

- undertake grant-recipient audits, facilities planning, and equipment acquisition
- establish accountability and financial guidelines for school boards and monitor school board financial performance
- manage the province's school capital program, including the construction of new schools, major alterations and additions to existing schools, the leased school program, and the province's school indoor air quality program

6. Human Resources and Legal Services

The Human Resources and Legal Services core business area involves the provision of a range of services to the department, school boards and teachers. These services are in the key areas of human resources management, labour relations and collective bargaining, legal advisory and representational services, and teacher certification. The Human Resources component of the Branch is a corporate service unit which also serves other departments.

In the Department of Education, the functions of Human Resources and Legal Services are as follows:

- provide labour relations and legal advisory and representational services to school boards on matters of provincial scope to build expertise and consistency across the public school system in dealing with common issues including collective bargaining, grievance handling and arbitration, human resources planning, and accountability structures
- provide teacher certification and classification functions, and recognize and maintain teacher service records
- provide human resource management services to the department, with specific attention in a given year to the priorities as defined through the multi-year Human Resources Strategy and the Corporate Human Resources Plan. Further detail on the department's Human Resources Strategy can be found in Section 7.

6. Priorities for 2006–2007 by Goal

Note: Priorities have been grouped under the appropriate strategic goal. This provides a clear linkage between the department's strategic planning and the corresponding priority areas in which work for the 2006–2007 year will be focused.

Goal 1: Improve conditions for learning in the public education system

The department will enter year two of the province-wide plan for school improvement planning/accreditation, which engages schools in an extensive review of their student achievement and school performance. In the first year of implementation, 49 schools began the process. 60 more schools will begin the process in 2006–2007; the long-term goal is to have all schools involved by 2009–2010. Accredited schools demonstrate that they have met their goals for student achievement and school performance.

Further to the 2005–2006 development of a framework for the new teacher professional growth planning process, pilots will begin in selected sites in 2006–2007. Teachers' experiences will be monitored to ensure the process effectively supports teachers in helping them to meet their schools' improvement goals and to shape their own professional development based on what they need to best serve their students.

Due to competing demands, many principals struggle to meet the role of educational leader in their school. Through consultation with principals, criteria for what principals need to succeed as educational leaders have been developed, and their role clarified. Three pilot projects are in place for the 2005–2006 school year, designed to assist principals with managing their administrative responsibilities. Actions on recommendations arising from the pilot projects and the consultations are expected in summer 2006.

In response to the well-received *Principals' Meetings 2005: Principals-in-Focus* in May of last year, the Department of Education will host *Principals-in-Focus 2006* in April 2006 for public school principals. The meeting will provide an opportunity for principals to learn more about future directions being proposed by the department and provide feedback on those directions; learn from their colleagues' experiences with various initiatives, programs, and strategies; discuss pressing issues and topics of concern with department staff; and network with other principals.

As outlined in the *Minister's Response to the Report on School Advisory Councils,* the department will work with boards to develop resources and provide professional development to ensure school advisory councils have a meaningful voice in support of quality education in the province.

The department will continue its four-year plan to support implementation of the *School Code of Conduct* through the provision of inservice education regarding *Positive and Effective Behaviour Supports* (PEBS), the *School Code of Conduct Guidelines,* and *Meeting Behaviour Challenges: Creating Safe and Caring Learning Environments*. Included in the *School Code of Conduct Guidelines* is a standardized provincial Behaviour Incident Tracking Form which will be used to establish a database for tracking and monitoring student behavioural incidents.

The department will work with Department of Health Promotion and Protection and other partners to develop a Fair Play in Our Schools policy framework and guidelines and provide related resources to schools and their school advisory councils.

As part of its *Learning for Life II: Brighter Futures Together* commitment to support improvements for school libraries, the department will, for a second year, provide targeted funding to school boards to refresh school library resources and to improve the ratio of school library technician staff to students. To foster improvements in school library services, the department will develop guidelines and standards. In support of specific program priorities, the department will provide some school library collections and lists of other resources recommended for school libraries.

The department will expand the Class Size Initiative from grades primary, 1, and 2 classes to cap grade 3 classes at 25 students as of September 2006. In addition, combined grades 1–2 and 2–3 classes will have a maximum of 20 students or an additional non-teaching adult will be allocated to the class.

The department will continue to increase the number of qualified French second language teachers by providing bursaries, immersion programs, mentorship, and professional development (both online and through summer institutes) for interested teachers.

In response to the Education Consultative Forum (ECF) Sub-Committee Report on Teacher Supply and Demand, the fourth annual Early Hiring Job Fair was held at Nova Scotia universities offering Bachelor of Education programs in January 2006, involving the department, all Nova Scotia school boards, the Nova Scotia School Boards Association, and the Nova Scotia Teachers Union. This year's job fair also included school boards' attendance at the Career Fair at the Université de Moncton, and an early recruitment process for speech language therapy graduates at Dalhousie University to address particular areas of need. An evaluation of this process will be completed in Spring 2006.

Research will be initiated in 2006 to create an updated picture of the status of teacher supply and demand in Nova Scotia in order to ensure that the province is responsive to labour market needs in the public school sector.

A high-school graduate follow-up survey will be developed to determine the career directions that are taken by graduates of the Nova Scotia public education system, with a plan to publish the results in 2006–2007. A follow-up survey is planned for 2008 of these 2006 high school graduates.

In 2006, the Department will audit the number of teachers teaching out of their field of study and compile information on the educational backgrounds of current junior high and high-school teachers and the courses which they currently teach. Following analysis of the data in Summer 2006, and working with partners, the department will identify strategies to better match teachers to their subject specialties.

Through a leadership role in the CMEC Copyright Consortium, the department will participate in efforts to encourage the federal government to ensure that amendments to copyright legislation address the needs of students and teachers to access publicly available digital material on the internet for use in the classroom.

The Department of Education will undertake a province-wide consultation to review the current school closure process to ensure its effectiveness and determine if changes to the process are required.

The department will identify school capital needs and deliver approved projects. Five school construction projects are now underway and will carry on in 2006–2007. Work will begin on seven additional school projects in 2006–2007.

The addition and alteration program will enhance and/or replace major school building components on a priority basis. To be implemented in 2006–2007, 19 schools are being added to and altered under a phased multi-year program to address building condition, environmental, and program issues at these schools.

Goal 2: Strengthen educational programming and services in priority areas

The department will continue to coordinate the pre-primary pilot program through the 2005–2006 and 2006–2007 school years in up to 20 sites across the province. The pilot will be evaluated at the close of the 2006–2007 school year. The program is designed to address the learning needs of four-year-olds, positively influence all aspects of their development, and establish a positive attitude toward learning in each child. One of the key goals is that the children and their parents establish a positive relationship with their school.

The early intervention Reading Recovery™ program will be expanded to continue to increase accessibility for grade 1 students. Teacher Leaders for French immersion are being trained at Mount St. Vincent University.

The department will increase targeted funding for literacy mentors for grades primary–9 teachers. The department will support the implementation of *Teachers in Action: Reading and Writing in Primary–3* through the provision of a professional development workshop for 100 lead teachers and administrators as well as a follow-up regional workshop for all teachers and administrators, grades primary-3. The department will complete the development of *Teachers in Action: Reading and Writing in Grades 4–6,* a curriculum supplement to be implemented in 2007. Resources will be provided to assist teachers in strengthening writing instruction in these grades. All grades 5 and 6 teachers and administrators will participate in two days of literacy in-service education programs.

The department will complete *Teachers in Action: Reading and Writing in Grades 7–9,* to be implemented in 2007. The department will provide professional and classroom resources to support literacy development across the curriculum and to enhance support and intervention for students struggling with literacy in their junior high years. A summer institute featuring international leaders will also be offered. The department will implement Writers in Action 8; this initiative will include the provision of resources for classroom writing centres as well as professional development and resources for grade 8 English language arts teachers. Classroom resources to support writing instruction in grades 9 and 10 will also be provided.

Targeted funding will be increased to boards to implement Literacy Support Plans developed for learners in grades 7, 8, and 9 who did not meet expectations for achievement in reading and writing in the 2003, 2004, and 2005 administrations of the Elementary Literacy Assessment. Schools use the results of those assessments, together with classroom assessment information, to determine and implement appropriate supports and interventions to meet students' identified learning needs.

The department will introduce the Literacy Success Strategy at grade 10. This initiative will include the provision of an intensive three-day professional development workshop for more than 100 teachers focused on supporting struggling readers, follow-up in-service education for all grade 10 teachers, and a significant infusion of student resources including books and online resources.

A three-year professional development plan will be introduced to enhance capacity and teacher expertise to meet the needs of students with Autism Spectrum Disorder. This builds on the seven-day intensive summer institute held in August, 2005.

The department will continue its multi-year commitment to increase funding for boards for core professional services for students with special needs. The department will introduce a strategy to increase guidance counselor services in schools.

To address challenges related to the significant amount of time, energy, and financial resources devoted to teacher professional development in this province, targeted research will be undertaken in Spring 2006 to examine successful practices in other jurisdictions which might be effectively tailored to meet the needs in Nova Scotia. The department will work with school boards and schools to review research findings, discuss implications for Nova Scotia, and decide on next steps toward early adoption. Initiatives related to the new model will begin in September 2006 and will be evaluated in the Spring/Summer of 2007.

To support enrichment opportunities, in 2006–2007 the department will undertake several initiatives. The department will further support implementation of *Challenge for Excellence: Enrichment and Gifted Education Resource Guide* through the provision of professional resources for teachers. Working with partners, the department will also support the expansion of artists-in-schools programs. As noted in *Learning for Life II,* the department will work with partners to expand student opportunities to participate in individual and school leadership programs. In collaboration with university and community partners, the department will expand opportunities for students to earn credits for credentials awarded by organizations external to the school system.

The department will pilot new public school advanced courses for English and Chemistry at the grade 11 level and for Music, Visual Arts, Chemistry, Global Geography, and Global History in grade 12. Beginning in 2006–2007, the department will implement Advanced Physics 11, Advanced Music 11, and Advanced Visual Arts 11.

New curriculum will be introduced, including Atlantic Canada curriculum for grade 5 science and for grade 8 social studies and sciences humaines 8e année; Music 12; Drama 12; Visual Arts 12, and Child Studies 11. The department will pilot a number of new family studies courses including Textile Arts and Design 7, Food Technology 10, and Food Preparation and Service 10. Working with education and industry partners, new curriculum and resources for technology education, grades 7–12, will be developed and implemented over the next several years.

The department will provide funding for the expansion of the International Baccalaureate (IB) Diploma Program and will assist schools in preparing for the implementation of IB grade 11 courses in 2007–2008. Further to the feasibility study conducted by CSAP in 2005–2006, the department will provide support to CSAP to implement recommendations for introduction of the IB program or other advanced course options for Acadian schools. The department will provide some funding support to boards whose students write Advanced Placement examinations.

The department will develop an integrated French language arts and social studies curriculum for the grade 7 and 8 Français intégré program. Funding will be provided for materials, professional development, and piloting of resources.

The department will implement a plan to increase the retention rate of students in Early French Immersion programs at the elementary level. The department will continue to promote an alternative delivery of Core French in grade 6 by increasing the number of schools offering Français intensif. In addition, an action plan will be prepared to identify ways to increase enrolment in Core French at the senior-high level.

As part of its *Learning for Life II* commitment to expand professional development opportunities for teachers of mathematics, the department will increase targeted funding for mathematics mentors and the professional development of mathematics teachers and school-based math leaders, grades primary–9. The department will provide resources to support expansion of the Dynamic Classroom Assessment professional development program at the junior high level. The department will pilot a new professional development model at the elementary level.

Implementation will begin of new mathematics classroom assessment resources for grades primary–3. This is a multi-year Council of Atlantic Ministers of Education and Training (CAMET) initiative. These resources will assist teachers in profiling the mathematical strengths and needs of all students and providing effective interventions and supports for students who have difficulties in mathematics.

Provision of learning resources for mathematics in 2006–2007 will include new mathematics textbooks and teacher resources for grade 5 and grade 7. Senior high mathematics initiatives will include implementation of the new Mathematics Essentials 11 course and professional development for teachers of Mathematics Plus 10, Mathematics Essentials 10, Mathematics Essentials 11, and resource teachers. The Department will expand the online item bank to include items for Mathematics Foundations 11, Mathematics 12, Advanced Mathematics 12, and Pre-Calculus Mathematics 12.

The department will develop homework guides for teachers, parents, and students. These guides will explain the value of homework as an extension of the learning that occurs in the classroom and will identify recommended practices and strategies at the grades 4–6, grades 7–9, and grades 10–12 levels.

Goal 3: ***Enable the provision of relevant and high quality post-secondary education and training***

The department will continue to work with its partners both within the province and in the other Atlantic provinces to build federal support for an infrastructure renewal program for the public post-secondary education system.

Informed by the recommendations of an Advisory Committee, the department will work with the Beneficiaries Committee of the Nova Scotia Research and Innovation Trust Fund to ensure that the Fund is able to function as a key provincial mechanism for research and development funding.

As per the Memorandum of Understanding on Funding and Tuition Fees, the department will work with the universities and the Nova Scotia Community College to gather data on the participation of under-represented groups and on the credit transfer process and develop appropriate policies in response to the data.

The department will work to implement the recommendations resulting from the review of the structure, role and mandate of the Nova Scotia Advisory Board on Colleges and Universities, to improve the manner in which the Board is able to provide advice to the Minister on the many issues of relevance to the public post-secondary education sector.

The department will continue to work with the Nova Scotia Community College to establish a long-term operational funding arrangement that ensures the strategic plan of the department is coordinated with the business and development plan of the College.

The department will continue to work with the Nova Scotia Community College to ensure that the objectives identified in the growth initiative are supported with adequate operating funding.

Results of the graduate follow-up survey of private career colleges will be published in Fall 2006, reporting on the extent to which students benefited from their course of study and the relevance of the curriculum and the program supports in their transition to the labour market or further education.

Over the next two years the department will undertake an update of the enrolment data in the university funding formula, as well as the costing assumptions used in the formula, to make the formula more reflective of the current university sector.

The department will continue to plan for a review of teacher education, which will begin in 2006–2007. The review will have a mandate to make recommendations on delivery partnerships, seat availability, flexible delivery modes, a curriculum review, advisory and consultative mechanisms, and pro forma certification of teachers graduating from Atlantic universities in approved teacher education programs.

The department will continue to collaborate with the other Atlantic provinces on issues of common concern in post-secondary education and in the area of health human resources.

The department will prepare legislation and regulations to the Degree Granting Act to ensure that the province provides high quality programming and protection for students.

Goal 4: ***Promote healthy, active learning communities and families***

The department will participate in the Pan-Canadian Joint Consortium for School Health and related initiatives that support the provincial government's priorities in this area. The department will work with Department of Health Promotion and Protection, school boards, and district health authorities to support the development, implementation, and evaluation of the Health Promoting Schools program.

Over the next several years the department will work with partners toward achievement of the *Healthy Eating Nova Scotia* (2005) strategy's objectives for children and youth. The department will introduce Food and Nutrition Policy and Guidelines for public schools to be phased in over a three-year period, and will work collaboratively with Department of Health Promotion and Protection to enhance and expand breakfast programs and introduce related standards.

The department will provide textbooks to support the implementation of Health/Personal Development and Relationships 7 and will work with partners to provide related resources to support health education curriculum delivery and to expand professional development opportunities. Two new family studies courses, Foods and Nutrition 8 and Food for Healthy Living 10, will be piloted.

To assist boards in implementing Time to Learn recommendations for physical education instructional time (30 minutes per day), the department will increase targeted funding for boards to hire more physical education teachers for grades 3–6. Development of new curriculum for physical education grades 10–12 and support for implementation of physical education grades primary–9 will continue.

The department will expand partnerships in the field of family and parent-child literacy to enable parents to better support their children's learning in the home by supporting activities of the Family Literacy Advisory Group, the Read to Me!™ Program, the Family Learning Initiative Endowment Fund and the Équipe d'alphabétisation de la Nouvelle-Écosse.

To increase positive parental involvement in education, the Department will support parent outreach through positive parenting workshops; and will support closer links between schools and the Cultural and Academic Enrichment Program so that the after-school program reinforces the efforts of the school in the literacy focus.

Goal 5: ***Foster access, equity and diversity through and within education and training***

To address the need to replace computers that are more than seven years old, the department will continue the implementation of a plan to refresh computers beginning at grade 9 in 2006–2007. The department will provide 2,300 computers, LCD projectors, software, and accessories to expand access to information technology in schools. Funding will also be allocated to school boards to provide professional development for teachers and technical support.

The department will release eight Correspondence Study courses for student use in 2006-07: English 7, Science 7 and 9 and Communications Technology 12, Mathematics 7, Advanced Mathematics 11, Advanced Mathematics 10 and History 10.

The department will fund a total of 100 seats in online courses in 2006–2007 for small high schools and develop three new online courses.

The department will conduct two symposia regarding Girls and Physical Education/Physical Activity. The department will provide resources to assist boards in increasing opportunities for and access to the types of physical activities that engage female students, grades 5–9.

To increase educational opportunities and achievement of African Nova Scotian learners, the Department will continue the implementation of the *BLAC Report: Redressing Inequity—Empowering Black Learners*. The Department will work with school boards to provide greater support for struggling African Nova Scotian students improve academic achievement and graduation rates and will provide assistance to school boards in implementing operational guidelines for the Student Support Workers. English 12: African Heritage will be developed as an eligible credit for language arts graduation requirements.

The department will provide support for Mi'kmaw Language 7. Mi'kmaw Language 8 draft curriculum will be completed. Teaching and learning resources will be developed to support Mi'kmaw language curriculum delivery at these grade levels. The department will support demonstration sites' examination of and participation in successful practices regarding First Nations learners. The department will support a pilot site regarding effective home-school liaison strategies to increase support for Mi'kmaw learners.

The department will complete the development of Gaelic 11 and Gaelic 12 and will develop and identify Gaelic language resources to support the implementation of these courses in 2007 and 2008 respectively. For the third year, a Gaelic Language and Culture Workshop will be offered to teachers of Gaelic language, Gaelic Studies 11, and arts education. This event will be hosted by Dalbrae Academy in Mabou, May 2006.

The department will work with staff and school boards to implement the Racial Equity Policy. There will be ongoing support for implementation of the policy in elementary, junior high and middle schools across the province. The department will continue the provision of professional development for department staff and teachers. There will be school based in-servicing for teachers at the senior high level. The next phase of implementation will focus on a review and revision of policies and practices at the department and board level. As a means to share research and showcase the work in Nova Scotia and across the country, a Race Relations, Cross-Cultural Understanding, and Human Rights Conference is planned for spring 2007.

Management of the Student Assistance Portfolio will be improved through information data collection, audits and on going consultation with designated institutions to reduce the risk on defaulted student loans through a process of designation.

The Student Assistance Re-engineering Project will be completed by March 31, 2007. The project will integrate the online application, production and the imaging and work flow systems. This will improve processing time for loan applications as well as allow the office to respond more quickly to program improvements.

The Department will assist post-secondary institutions in implementing their Three-Year Accessibility Plans for students with disabilities.

In cooperation with the federal government, Department of Health and Department of Community Services, an evaluation of the Labour Market Agreement for Persons with Disabilities (LMAPWD) will be undertaken. In conjunction with the evaluation of the LMAPWD, the Rehabilitation Programs and Services Division will review existing programs and its organizational structure.

Goal 6: Develop a skilled and adaptable workforce

The department will fund the expansion of projects under the *O_2: Options and Opportunities for Student Success* program. This program provides options to students who are not succeeding or not engaged by the high school program, so that they will be able to establish a career plan, complete high school, and find meaningful work or continue to post-secondary education. The department will help school boards plan and establish a Career Academy in a number of high schools.

To support O_2's Skills for the Workplace component, the department will identify and pilot classroom resources to support employability skills, essential skills, work readiness, aptitudes, and skills inventories. To support O_2's Head Start in the Trades component, the department will work with boards to expand linkages to community college and industry. The department will work with Nova Scotia Community College and Université Sainte-Anne to establish the parameters of guaranteed admission to or advanced standing in programs for O_2 graduates.

The department will implement four new career-related courses for the public school system: Multimedia 12, Geomatics 12, Health and Human Services 12, and Tourism 12. Building on Dalhousie University's recognition of the department's new Computer Programming 12 course and Acadia University's recognition of Business Management 12, the department will pursue similar recognition of other career-related courses by universities and other post-secondary institutions.

The department will advance a number of adult learning and literacy strategies for Nova Scotia by strengthening partnerships in the Nova Scotia School for Adult Learning; reviewing and revising Level II of the Adult Learning Program with an emphasis on making the transition between community-based programs and institutional programs; working with the Department of Health and other stakeholders to continue the health literacy awareness initiative and working with the Senior's Secretariat to develop and implement appropriate learning opportunities.

The department will continue its prior learning assessment and recognition (PLAR) initiative and create a provincial advisory board which will review existing PLAR practices and assist with the development of policies and procedures. It will expand system capacity by designing and delivering basic and advanced professional development opportunities to increase the knowledge and understanding of the underlying principles of PLAR and the various assessment and recognition techniques.

The department will advance career development initiatives in the province. This includes the development of a strategy to implement labour market information training workshops aimed at enhancing the knowledge of career practitioners in this area and the development of a suite of products and resources to support the piloting of Parents as Career Coaches workshops. The department will build upon the Career Options website to develop sections aimed at adults and career practitioners.

The department will lead the implementation for the Employed Youth-Engaged Society for the Future (EYES) Strategy. This strategy will assist government in coordinating its youth employment related policies and programs to meet the needs of youth, their families and their communities. In 2006–2007 the activities that will be undertaken include: publication and dissemination of the EYES document, design and implementation of a marketing campaign aimed at promoting the strategy, development of guides for parents, communities and employers in hiring and working with youth, and increased integration of youth-related programs across government.

The department will expand the scope and influence of the Youth Advisory Council and the Provincial Student Education Council within government. In 2006–2007, the two councils will develop a strategic plan, develop subcommittees of interest to members, and undertake several research and public relations projects.

A marketing and promotion strategy for apprenticeship will be developed in 2006-2007 to promote, to employers, apprenticeship, youth apprenticeship and youth exploring the skilled trades. It will also educate youth, parents and educators on the opportunities and benefits of pursuing a career in the skilled trades and inform consumers on the benefits of hiring qualified tradespeople.

Lifelong learning for individuals and employers in the workplace will be supported through a number of initiatives including developing a business competencies endorsement program for certified journeypersons, implementing an evaluation of Workplace programs, implementing Document Use Refresher for Apprentices program and providing professional development for Workplace educators.

The department will undertake research to provide a foundation for the development of new labour market information products that support the decision making needs of individuals, employers, educators and trainers, and governments.

Goal 7: ***Strengthen accountability in the areas of governance, resource investment and utilization, and reporting of results***

In 2006-2007 the Language Literacy Assessment program will be expanded from the current Elementary Literacy Assessment administered in grade 6 to a Junior High Literacy Assessment in grade 9. Each assessment will yield individual student results for parents, and the results will be used by schools to develop Literacy Support Plans for those students whom the assessments identified as struggling with reading and/or writing. The department will continue to monitor the implementation of the Literacy Support Plans and the supports/interventions provided to these students through successive grades.

Development work will continue in relation to a new national assessment, the Pan-Canadian Assessment Program (PCAP) and a new international assessment, the OECD Progress in Reading Literacy Study (PIRLS) to be administered to grade 4 students in the spring of 2006. Fifteen-year-old students will also be assessed in science, reading, and mathematics in the spring of 2006 through the Program of International Student Assessment (PISA).

Nova Scotia Examinations (NSE) will be administered in English 12, English/Communications 12, Mathematics 12/Mathématiques 12, Advanced Mathematics 12/Mathématiques avancées 12, and Physics 12. The NSE will be expanded to include other subjects such as biology and social studies on a rotational basis. The department will expand French first and second language assessments. The department will publish a French second language edition of *A Study Guide for Grade 12 Students—Preparing for Nova Scotia Examinations in Mathematics*.

The *Minister's Report to Parents* will be enhanced, and each school board will report on successes with public school program and services initiatives. This year, the Minister's Report will publish, for the first time, the results of our mathematics Mathematics 12 and Advanced Mathematics 12 NSE results. The department will publish *What Have We Learned?*, a comprehensive report on the Junior High Mathematics Program Assessment.

In 2004, the *Education Act* was amended to require school boards to meet education program, service and performance standards established by the Minister. Based on standards identified as needed in 2005–2006, a framework of an oversight process will be developed and introduced, that will further enhance links to initiatives like school accreditation, student assessments, school board priorities, and provincial priorities. This work will support development of systemic educational accountability improvements in the public school system.

The department will introduce a province-wide Student Records Policy to set a standard for student records management and ensure efficient student record transfers within the public school system of Nova Scotia and outside of the province.

A strategic planning process will be undertaken, informed by discussions from the *Libraries of the Future* Conference of 2005, including stakeholder consultations in each public library region as well as a review of the existing organizational structure of the Nova Scotia Provincial Library.

In order to sustain the quality and accessibility of public libraries in Nova Scotia, the department will negotiate multi-year agreements with regional library boards based on a plan that will provide stable funding and enable libraries to meet the information, literacy and lifelong learning needs of Nova Scotians in the future.

The project to implement SAP's HR and Payroll modules in school boards to improve human resources and payroll systems and processes for school boards will be completed.

Planning will continue on the implementation of a central, province-wide, standardized student information system that will allow teachers and administrators to plan, operate, and report on the performance of the public school system, at all levels, in an efficient and effective manner.

Through the Human Resources and Legal Services Branch, the Department is implementing the CUPE Framework Agreement, which is designed to achieve provincial bargaining and wage standardization for school board support workers, starting in April 2007.

Teacher Certification processes and regulations will be examined to identify improvements to fulfill legislative requirements and enhance accountability. The department will provide enhanced support to school boards on administration of the Teachers' Provincial Agreement, and in addressing current and emerging issues and enhancing effective human resources planning.

7. Human Resources Strategy

The Department of Education has 385 employees, with an average vacancy rate of 15%. The average age of the employees is 49 years old with sixty-six percent being female. There were thirteen reported Occupational Health and Safety incidents in the Department in 2005–2006 and two Workers Compensation Board claims were made, with one appeal. Six core Occupational Health and Safety courses were developed and twenty-seven sessions delivered to all levels of the department, in partnership with the Department of Natural Resources. Twenty-six ergonomic assessments were conducted and two compliance orders were written against the Department of Education by the Department of Environment and Labour.

The Government of Nova Scotia has developed a Corporate Human Resource Plan (2005– 2010) which provides guidance to departments in the development of human resource strategies. The Education HR CSU has initiated the preparation of a Multi-Year Human Resource Strategy to meet the needs of our departments and office. This strategy, guided by the Government's Corporate Human Resource Plan, includes the following elements which are either underway or will be initiated in 2006–2007.

Performance Management Plan
Performance management is an integral part of performance excellence. It is the mechanism that translates the department business plan into individual and team performance targets and competencies to ensure employees are able to make a meaningful contribution. The department has committed to supporting the growth and development of employees through effective performance management and to increasing the percentage and quality of the performance management documentation. The HR CSU is providing support to both managers and employees through performance management overview sessions, coaching sessions for managers, performance planning sessions for work groups, and individual performance target and training planning sessions.

Foundations for Management
Foundations for Management (FFM) is a multi-year initiative, led by the Education HR CSU. Phase I has been released to all managers and Phase II will be released to all employees. In 2006–2007, Phase III will include the development of on-line training to support the resources in the initiative. FFM is considered a 'best management practice' model for government in providing managers, employees and human resource professionals with easy access to human resource information. Resources will include a 'Roadmap of Resources' covering all human resources areas but with particular emphasis on best practices in the areas of: Orientation; Rewards & Recognition; Performance Management/Career Development; Recruitment & Retention; Staffing & Organizational Design; Labour Relations; Occupational Health & Safety; Disability Management/Attendance Management; and Diversity/Respectful Workplace.

Diversity Affirmative Action Plan (DAAP)
The Department of Education is committed to providing a workplace that is free of discrimination and which promotes equality of opportunity for all persons. The DAAP is a three-year (2005–2008) initiative led by the Education HR CSU, focused on the department becoming and building a more diverse workforce. The Plan focuses on: representation on inter-departmental Diversity and Affirmative Action Committees; tracking of applications, hiring, promotions and terminations as well as utilization of the Affirmative Action Casual Talent Pool; review of legislation, regulation and policy determined through Employment Systems Review and acting on barriers; providing all staff with diversity training; developing multi-lateral and corporate partnerships, department level partnerships, internal department partnerships and community partnerships; and building a Diversity lens into each module of FFM.

French Language Plan
The French Language Plan is an initiative of the Department of Education whereby the department commits to promote and implement the Human Resources measures required to ensure the appropriate provision of French Language Services to the public as well as compliance to our provincial commitments under Bill 111. The department's objectives are: a review related to the planning and staffing of bilingual positions; securing a French Language Proficiency Assessment to test all employees who have attended French courses, identified themselves as having French-language capacity or have held a bilingual position. Subsequent year initiatives include: employing a bilingual staffing officer; ensuring that job applications are made available in French as well as professional development opportunities, and providing information on French Language Training for Employees through the department's website.

Occupational Health and Safety Plan (OHSP)
The Department of Education will adopt the Nova Scotia Government's Occupational Health and Safety (OHS) policy. It recognizes and values the knowledge and skills of employees with regard to performing their jobs safely and will promote a workplace culture where employees are supported and encouraged to contribute to health and safety programs and initiatives. The department commits to working in partnership with employees and their representatives to develop and implement measures to eliminate and minimize risk of occupational injury and illness in the workplace. The objectives of the Plan are to: ensure that all performance plans include targets that reflect the respective responsibilities found in our OHS policy and program; provide training for managers to ensure all employees have a current hazard assessment completed and to ensure that concerns, complaints, refusals and incidents are investigated in a timely manner and that all appropriate agencies are notified when necessary; develop an OHS knowledge self-assessment tool, and deliver a half day workshop on the accountabilities and due diligence found in the OHS Act, policy, program and Bill C-45 amendments to the Criminal Code, as well as the "Safe and Supportive Workplace" component of the corporate human resources strategy.

8. Budgeting Context

Department of Education - Estimated Budget Expenditures by Core Business*			
	Estimate 2004–05 ($ millions)	**Forecast 2005–06 ($ millions)**	**Estimate 2006–07 ($ millions)**
Gross Current Program Expenses	1,254.2	1,358.4	1,421.7
Net Program Expenses	1,209.4	1,297.8	1,366.1
Salaries and Employee Benefits	22.9	21.4	25.2
Funded Staff (FTEs) Net	377.0	353.0	404.0
TCA Net Purchase Requirement	89.3	93.8	84.8

The 2006-2007 net budget request represents a $ 85.0 million increase over the 2005-2006 Approved Estimate. The major components of the increase are below:

Funding to Regional School Boards	35.1
Brighter Futures Together - Year 2	21.4
Funding to Universities and Community College	27.2
Other	1.3
Total	**85.0**

*Note: adjusted July 2006 to match the approved budget

9. Performance Measures

Note that measures marked with * are new measures introduced this year. Also, there have been a number of measures discontinued that will be reflected in the Accountability Report.

Outcome	Measure	Data	Target	Strategies
Goal: Improve conditions for learning in the public education system				
Class sizes are reduced	Number of grade levels for which class size is capped at 25	Primary (2003-04) P-1 (2004-05) P-2 (2005-06)	Grade 3 (2006-07)	▸ Expand the Class Size Initiative to cap grade 3 classes at 25 students as of September 2006.
Schools identify areas needing improvement and develop a plan	Number of schools involved in School Improvement Planning/Accreditation	50 schools (2005-06)	All Schools 2010-11	▸ Increase Human Resources and funding support
Safe and Healthy Learning Environment	Number of schools that have received professional development on the Positive and Effective Behaviour Supports Strategy.	100 (2005-06)	All schools (2007-08)	▸ Provide two-day provincial in-service for all schools over the next three years ▸ Provide in-servicing for 100 schools in 2006-07
Students have access to computers at school	Primary–12 computer ratio	4.4:1 Pentium II-266 or greater 3.8:1 all computers 49% grade 7-9 classrooms with 3 or more computers (2005)	5:1 current computers grades 7-9 (2006-07) 75% of grade 7-9 classrooms with 3 or more computers (2006-07)	▸ Continue Information Economy Initiative in grades 7-9 ▸ Continue Technology Recycling Program

Outcome	Measure	Data	Target	Strategies
Goal: Strengthen educational programming and services in priority areas				
Better Educated Nova Scotians	Elementary Literacy Assessment (Grade 6) Percent meeting Expectations	Reading and Writing 76% (2003) 81% (2004) 74% (2005)	Increase 2009-2010	▸ Support Active Young Readers/Jeunes Lecteurs actifs ▸ Support implementation of Writers in Action/Écrivains à l'oeuvre ▸ Implement teaching resources for mathematics grades P–9 ▸ Mandate instructional time allotment for language arts and mathematics for grades P–8 ▸ Implement new science program for grades P–4 ▸ Increase funding for literacy and math mentors ▸ Mandate instructional time allotment for language arts and mathematics for grades P–8 ▸ Implement new science program for grades P–4 ▸ Increase funding for literacy and math mentors ▸ Increase funding for Literacy Support Plans, grades 7-9 ▸ Continue Mathematics Strategy ▸ Provide resources to support implementation of English 10 ▸ Provide Chemistry PD resources
	PISA Results[1] (15-year-olds) Scale score	Reading 521(2000) 513 (2003) Math 507 (2000) 515 (2000) Science 516 (2000) 507 (2003)	Canadian Average for Reading, Math and Science 2009-2010	

[1] PISA is administered every three years.

Outcome	Measure	Data	Target	Strategies
Better Educated Nova Scotians	NSE Results (grade 12) Percent passing	English 12: 67%(2001) 63% (2002) 76% (2003) 76% (2004) 89% (2005) Chemistry: 65% (2001) 68% (2002) 66% (2003) 66% (2004) 59% (2005) Physics: 40% (2001) 50% (2002) 43% (2003) 51% (2004) 59% (2005) Math 57% (2005)	Increase 2009-2010	▸ Introduce Literacy Success Strategy at grade 10 ▸ Implement new student and teacher resources for Chemistry and Physics ▸ Implement online Item Bank for Mathematics 12 and Advanced Mathematics 12
	Graduation Rate	79.1% (1999-00) 79.0% (2000-01) 80.0% (2001-02) 81.6% (2002-03) 82.8% (2003-04) 84.3% (2004-05)	Increase 2008-09	▸ Implement strategies targeted towards youth at risk of early school leaving

Outcome	Measure	Data	Target	Strategies
Goal: Enable the provision of relevant and high quality post-secondary education and training.				
Better Educated Nova Scotians	Percent of Nova Scotians aged 25-54 with post-secondary certificate, diploma, or degree	59.1% (2002) 60.7%(2003) 62.0% (2004)	Increase 2009-10	▸ Memorandum of Understanding with Universities on Funding and Fees - tuition ceiling - will review accessibility issue ▸ Nova Scotia Community College growth strategy ▸ Improvements to the Student Assistance Program - Student debt reduction program with doubling of bonuses in 2006-07 - Higher CSL loan limits - Change to parental contribution requirements
	Number of diplomas, certificates and degrees issued by Nova Scotia Institutions	12,124 (1998) 12,086 (1999) 12,223 (2000)	Increase 2009-10	
Increased Accessibility to Post Secondary Education	Nova Scotians enrolled in universities	universities: 29,821 (1999-00[2])	Increase 2009-10	▸ Improvement to the Student Assistance Program ▸ Nova Scotia Community College development project ▸ Improve access to grants targeted at students with disabilities. ▸ Establish post-secondary disability service standards. ▸ NSCC disability goods and services Memorandum of Understanding.
	Enrolment at the Nova Scotia Community College Nova Scotians enrolled in community colleges	8,495 (2004-05) 8,978 (2005-06) 7,312 (1999-00)	Increase 2006-07	

[2]These are the most recent data available from Statistics Canada. Students not necessarily studying in Nova Scotia. Data on enrolments in private career colleges are not available through Statistics Canada.

Outcome	Measure	Data	Target	Strategies
Goal: Promote healthy, active learning communities and families				
Healthy Students	Percentage of students in grades 7, 9, 10 and 12, using cigarettes at least once in the past year	36.1% (1998) 23.2% (2002)	Decrease 2006-07	▸ Support implementation of curriculum for Health Education grades 4-8 ▸ Promote *Smoke-Free for Life* resources ▸ Promote *You Choose* resource
Nova Scotians have improved access to public libraries	Number of library card holders*	289,091 (2002-03) 306,396 (2003-04) 304,162 (2004-05)	Increase 2006-07	▸ Promote use and convenience of remote access ▸ Develop promotions campaign for public libraries, communicating value of library card ▸ Continue to update and make more resources available online ▸ Public consultation to determine public interest in public library services of the future
	Percent of library use through virtual library	27% (2002-03) 33.6% (2003-04) 44% (2004-05)	Increase 2006-07	
	Total number of library visits*	4,832,224 (2002-03) 5,816,137 (2003-04) 5,719,420 (2004-05)	Increase 2006-07	
Goal: Foster access, equity and diversity through and within education and training				
Responsive and flexible learning environment	Number of recommendations of *BLAC Report* implemented	25 of 30 initiated and/or implemented (2005-06)	All are initiated and/or implemented (2007-08)	▸ Continue implementation of BLAC report recommendations

Outcome	Measure	Data	Target	Strategies
Responsive and flexible learning environment	Number of new public school correspondence study courses available.	7 new courses released (2004-05);	Release eight new courses (2006-07)	▸ Develop eight additional correspondence study courses ▸ provincially funded seats for small schools. ▸ Coordinate online pilot courses with school boards and increase
	Number of public school online courses*	22 online courses (2004-05);	3 new online courses (2006-07)	
	Student enrollment in online public school courses.*	75 pilot students (2005-06)	100 online students (2006-07)	
Improved access to post-secondary education through improved funding and program delivery of Nova Scotia student assistance	Increase assistance levels to students.*	Loan limit: $315/week of study (2004-05)	Loan limit increase to $360/week of study (2009-10)	▸ Improvements to the Student Assistance Program including increased federal loan limit, changes to parental contribution formula and introduction of allowance for computer costs. ▸ Introduction of needs based grants for under represented groups, including students from low-income families and students with disabilities. ▸ FPT discussions on improving student loan access
	Number of grants issued for under represented groups.*	1,548 (2004-05)	Increase number of grants issued by 10% (2009-10)	
	Value of grants issued to under represented groups.	$3,036,462 (2004-05)	Increase value of grants issued by 10% (2009-10)	
Nova Scotians have access to adult education	Number of adult learners enrolled in literacy and upgrading programs through the Nova Scotia School for Adult Learning	4,000 (2002-03) 4,200 (2003-04) 4,900 (2004-05)	5000 (2006-07)	▸ Administration of the Nova Scotia School of Adult Learning ▸ Administration of the Community Learning Initiative

Outcome	Measure	Data	Target	Strategies
Goal: Develop a skilled and adaptable workforce				
Nova Scotians achieve a secondary education credential and increase their employability	Number of adult Nova Scotians graduating with the NS High School Graduation Diploma for adults	154 (2001-02) 410 (2002-03) 430 (2003-04) 450 (2004-05)	Increase 2006-07	▸ Administration of the Nova Scotia High School Diploma for Adults
Nova Scotians achieve trade certification & increase their employability	Number of Nova Scotians receiving certification through Apprenticeship Program	641 (2001-02) 800[3] (2002-03) 648 (2003-04)	725 2008-09	▸ Trade Specific Upgrade Training ▸ Youth Apprenticeship ▸ Apprenticeship Essential Skills Initiative ▸ Marketing Strategy
Nova Scotians have access to workplace/workforce education	Number of businesses participating in workplace /workforce programs*	48 (2004-05)	Businesses participating 58 (2008-09)	▸ Development of Workplace Education and Workforce Adjustment Programs
	Number of Workplace/Workforce programs delivered*	122 (2004-05)	Programs delivered: 135 (2008-09)	
	Number of Workplace/Workforce participants	Participants: 1,000 (2001 est.) 1,200 (2002-03) 1,010 (2003-04)	Participants 1,300 (2008-09)	
Goal: Strengthen accountability in the areas of governance, resource investment and utilization, and reporting of results				
Improved accountability/ reporting of results	Reporting of completed Performance Management plans	25% (2005-06)	100% 2008-09	▸ All divisions will create training plans in support of the Department's Business Plan

[3]Higher number of trade certifications as a result of pending application fee increase.